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ABSTRACT

This teacher evaluation checklist with accompanying manual was designed for use in Hartford, Connecticut, public schools to provide a means of teacher self-evaluation and to provide principals and other designated administrators criteria for objective observations and comment on the quality of teaching activity. (The "Instrument for the Improvement of Instruction" is a refinement of a similar document developed by the Cupertino California School System in collaboration with San Jose State College.) The instrument itself consists of 1) a descriptive discussion of teacher performance in each of eleven behavior areas (e.g., effective use of resources, instructional planning, teacher-pupil planning, classroom management, mastery of subject, teaching for democratic values and attitudes, provision for student participation) designed as criteria for using the scale; 2) the 11 corresponding five-item scales (the one item to be selected from each scale which best describes the teacher's performance in that area) and 3) forms for the instrument: "Observation Guide" for use by observers when taking notes in a classroom, "Profile" for permanent recording of the evaluation results, and "Interview Guide" for evaluation of non-classroom activities. The accompanying manual contains description of instrument materials and their use, discussion of the use of evaluation results, and the annual calendar and procedures for evaluating non-tenure and tenure teachers. (JS)

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HARTFORD PUBLIC SCHOOLS

HARTFORD, CONNECTICUT

INSTRUMENT FOR THE IMPROVEMENT OF INSTRUCTION

FOR

CLASSROOM TEACHERS

SP004536

1969

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GUIDELINES FOR OBSERVATION OF TEACHING PERFORMANCE

FOR NON - TENURE TEACHERS

1. For grades 9 - 12 there should be minimum of four observations before a formal profile is completed.

2. For elementary (K-8) teachers the number and duration of observations is left to the discretion of the observer. There should be, however, a minimum of two observations before a formal profile is completed.

3. The teacher may request another observer or additional observations.

4. The evaluators should be aware of the particular school and classroom situations before observing and evaluating.

5. Each observation should be followed by an interview as soon as possible, generally within two school days, but not to exceed five school days.

6. Each observation should be made at different times so that the teacher's different subjects and ability levels can be observed.

7. An observation should generally be for a full class period and should be unannounced.

8. A carbon copy of the annotated observation guide will be given to the teacher, within one school day, whenever possible. The observation guide should serve as the basis of the interview.

9. Both the teacher and the observer should complete their own profile before the formal conference, and these should serve as the basis of the conference discussion and formulation of the final profile for the personnel file.

CLASSROOM OBSERVATION

DESCRIPTIONS OF PERFORMANCE

AND SCALES

I. EFFECTIVE USE OF RESOURCES

A. EFFECTIVE USE OF INSTRUCTIONAL MATERIALS

DESCRIPTION

In assessing the competence of the teacher in the effective use of instructional materials, the evaluator looks for evidence of the criteria upon which the material has been selected.

1. Selection and use of instructional material should take into account not only pupil maturity and course purpose but also the wide range of student intellectual and achievement differences which range from first-hand experiences to abstract concepts.

2. The quality of the materials used should be considered in terms of relevency, accuracy and attractiveness.

3. Materials used should indicate sensitivity to learning process for all students and should include all sensory approaches as well as reading.

4. Proper use of instructional material supplied by the school is reflected in the teacher's advance planning. The competent teacher knows what is available and is skilled in anticipating the needs of the students for such instructional materials as maps, collections of items, display materials, poems, stories, recordings, films, as well as supplementary book material. The evaluator may need to use the interview to determine what is supplied upon teacher request, how familar the teacher is with the availability of material, and whether or not cataloging of materials is available.

5. The alert teacher is constantly looking for material which will enrich the learning experiences of the students. Much of this material is not supplied by the school but is often free or available at little cost. The example set by the teacher may be reflected in the children. The evaluator should look for materials which are brought into the classroom and the way in which they are accepted and used by the teacher.

6. Materials are only as valuable as the teacher is resourceful, flexible, and creative in the use of them. The good teacher will make maximum and best use of material that is immediately available. This is readily observable to the evaluator.

SCALE I. A - EFFECTIVE USE OF INSTRUCTIONAL MATERIAL

A. Makes effective use of a wide variety of well-selected materials.

B. Makes good use of a few additional materials to supplement what the school provides.

C. Makes ineffective use of or does not use common materials provided by the school.

D. Makes good use of materials provided by the school.

E. Makes limited use of the more common materials provided by the school.

I. B - UTILIZATION OF ATTRACTIVE INTEREST CENTERS

DESCRIPTION

A professional understanding of the function of interest centers such as, bulletin boards, instructional displays, etc., in the classroom incorporates two ideas. First, wherever possible, the physical setting should contribute to an effective working atmosphere by orienting the pupils' attention and interest to the main goals of the current activities.

In the second place, the interest centers serve an important purpose in channeling into the classroom a variety of materials from outside the school, making them available when needed for instructional purposes.

There are also two components of professional expertness that may be identified. First is the ability of the teacher to provide interest centers that are appropriate and effective in supporting the classroom activities and keeping them up to date. Second is the ability of the teacher to secure the cooperation of the pupils and to develop their expertness in this enterprise. These understandings and areas have been reflected in the scale.

It may readily be seen that some evidence must be obtained in many cases from the interview before judgments are finally passed. It may be that the observations take place at a time when centers of interest are being reorganized and what is seen is not a true sample. The observer may also need further information on the extent to which pupils cooperate in preparing centers of interest. Furthermore, he must take into consideration the subject being covered and the level of the specific classes. The effective use of interest centers will have varying degrees of importance in different subject areas. The observer must also be aware of any physical restrictions in the classroom which might hamper the development of attractive interest centers. Consideration must also be given when a classroom is shared by several teachers.

SCALE I B - UTILIZATION OF ATTRACTIVE INTEREST CENTERS

A. Centers of interest suggest some evidence of students' ideas and cooperation and are related to current classroom activities.

B. No well-defined centers of interest are observable although there are some visual aids displayed.

C. Centers of interest in some way reflect students' ideas but they are not specifically related to current classroom activities.

D. Teacher and students share planning and arranging stimulating centers of interest that have definite relationships to learning activities.

E. Little or no evidence that centers of interest of any kind are used to foster learning.

II INSTRUCTIONAL PLANNING

A. VARIETY IN CLASSROOM ACTIVITIES

DESCRIPTION

In each activity the objective of the teacher is the key factor in assessing its value. The principle of individual differences indicates a need for a variety of activities. Students develop richer meanings and clearer concepts when a variety of activities and presentations are used. There are those mental activities which include gaining and organizing information, anticipating problems and discussing possible solutions, creative thinking and writing, and even listening qualities, all of which can give overt evidence of the degree of expertness of the teacher. The competence with which the teacher handles these may be indicated, in part, by the kinds of questions the teacher asks and the responses given by the students.

There are those observable physical activities which give the student opportunity to move about the room when necessary to fulfill a specific goal. Examples of this might include working at a specific problem such as arranging a display or building a model, or utilizing the science equipment, giving blackboard demonstrations, taking part in panel discussions, or other individual or group activities.

The competent teacher not only understands the need for changing activities in the learning process but is also keenly aware of the timing for change. The reactions of the children give him his clues. Restlessness and/or inattention which leads to a breakdown in the behavior standards avoided by change of activity.

The expert teacher provides the right activity at the right time, maintaining balance between intellectual activity and physical activity which are appropriate for the age level and maturity of the students.

An interview should give indication of the variety of activities which may be in progress on a long-range basis or on an individual relationship basis. During the interview the capable teacher can readily state purposes for each of the observed activities.

SCALE II A - VARIETY IN CLASSROOM ACTIVITIES

The Teacher:

A. Provides for a few supplemental activities and projects.

B. Shows evidence of abundant and varied creative activities for all students.

C. Presents little or no opportunity for students to express aesthetically or creatively

D. Restricts creative work to special programs only.

E. Provides opportunity for a number of creative activities and projects.

II. B. IDENTIFICATION OF LEARNING DIFFICULTIES

DESCRIPTION

The capable teacher recognizes that there are individual differences within all students and that some differences are desirable and should be enhanced, while others are undesirable and cause learning difficulties. Also, he understands the basic laws of learning and can plan effective teaching procedures which will help children overcome their problems.

First, there are those differences in rate and development of the skills which must be acquired as a foundation upon which other learning is built. These skills usually develop in a sequential order and are necessary for the individual to enter into the normal functions required within the culture. Learning difficulties are imposed, partially, because of our system of grade levels, course of study requirements, mobile population, and language difficulties. There are many other problems, both emotional and physical, which produce learning difficulties.

Second, there are those desirable differences which make the individual capable of contributing in his own unique way to society in general and his own well-being in particular. These differences may also present learning difficulties.

The competent teacher not only identifies needs of students in both types of learning difficulties but also provides the opportunity, the direction, and the time for overcoming these difficulties.

Information regarding the identification of learning difficulties and special assistance action will undoubtedly come from two sources, the observation and the interview.

SCALE II - B - IDENTIFICATION OF LEARNING DIFFICULTIES

The Teacher:

A. Disregards individual learning difficulties.

B. Identifies most cases of learning difficulties; and provides effective individual and group instruction.

C. Is skilled in identifying learning difficulties; provides effective and relevant instruction for both individuals and groups.

D. Identifies obvious learning difficulties; ineffective in providing help.

E. Identifies general learning difficulties; provides group instruction accordingly.

III COOPERATIVE INSTRUCTIONAL PLANNING

COOPERATIVE TEACHER-PUPIL PLANNING TO DEVELOP AND ACHIEVE GOALS

DESCRIPTION

The competent teacher understands that careful teacher-pupil planning is needed. Students are better motivated when they are attaining goals cooperatively determined and when they understand why these goals have been established. The teacher who includes students in both setting and planning goals, as well as the means by which these goals will be attained, is providing pupils with the widest opportunities for growth.

There are three levels of planning:

1. The teacher's training, judgment, and guidance making possible the adjustment of the curriculum to the specific needs of the students.

2. The students' opportunity to assist in the planning for themselves, supplying motivation and giving direction to their work.

3. The curriculum organization providing flexible leadership which gives continuity and breadth to the experiences of the students.

As the teacher plans, he is fully aware of the potentialities and problems of each pupil. He recognizes that planning which leads to successful culmination is a major motivating factor in the learning process. Therefore, opportunities for planning with and by the students are incorporated within his own plans.

As the individual, small group, or whole class carries through the experiences which have been cooperatively planned, a frame of reference has been built for effective cooperative evaluation.

The capable teacher provides opportunities for decision making by the student but he sets some limitations within which these decisions operate. He guides the pupils through the planning stages, helping them distinguish between the essential and the non-essential, the practical and the impractical. He helps them anticipate problems and think through their solutions. He assists the students with the details of frequent planning which develops persistence toward their recognized goals, and he plans to keep the cooperative planning consistent with the related activities which have been undertaken by the students as they progress. He assists the students in self-evaluation of their work at the culmination of an activity.

The interview should supply information regarding the teacher's long-range plans as well as the daily plans. The method of recording progress or past accomplishments should be an outcome of the interview, and future tentative plans should be discussed.

SCALE III. - COOPERATIVE TEACHER - PUPIL PLANNING TO DEVELOP AND ACHIEVE GOALS

A. Develops goals with the class and plans cooperatively for their attainment so that the needs of each student are met.

B. Gives inadequate directions without making goals known or activities clear.

C. Plans with students some individual instruction, plus some general group assignments, encouraging class to share in planning for attainment of previously determined goals.

D. Dictates predetermined goals and activities to class.

E. Discusses goals, and the plans by which they may be reached, as predetermined by the teacher.

IV. CLASSROOM MANAGEMENT

A. - MAINTAINING CLASSROOM CONTROL

DESCRIPTION

One of the most difficult of all learnings is that of self-discipline.

The success of the teacher is determined not only by what the student knows but also by what he does. Students must have the opportunity to learn the meaning of social responsibility by practical application, and it is necessary that the evaluator recognize the level of control at which the class is operating.

In this scale there are two factors related to the appraisal of the effectiveness of the teacher. The evaluator must first determine by whom the rules are made and the standards set. Next he must determine how well the rules and standards are maintained.

A student who has learned to take certain routine requirements as a matter of course will be prepared to assume responsibility in undertakings in which his freedom of action is not curtailed. There may be some students who have not been able to achieve these reasonable standards. The teacher should get to know each of these students better, to work with each in establishing individual goals as well as cooperative goals, and to help each in evaluating his progress toward these goals.

A competent teacher is consistent. He sets few, but attainable goals, and insists upon a follow-through. This requires attention to the specific problem and an impartial approach to the solution. He sets an emotional example of poise and self-control.

The social climate of the classroom is related to the type of leadership the teacher exercises and affects the classroom morale, conduct, and work. To establish a cooperative climate, the teacher must be willing to organize small-group work, have skill in directing it, allow time to get cooperative effort, and provide careful guidance. Even though the ultimate goal is to make each student and each group self-directive and self-controlled, the teacher must exercise caution in releasing control and must supervise group activities closely. Sudden freedom may lead to the breakdown of the very thing most desirable. The group should be helped to succeed each day. The competent teacher understands the timing for overlooking minor infractions and offenders. By accenting the positive approach, the expert teacher anticipates individual and group needs, thinking of different types of mistakes which may be made, and preparing students to do the right thing or make wise decisions. When positive measures have failed and before trouble begins, the competent teacher may be compelled to take immediate and decisive action in order to protect the group as a whole.

SCALE IV A - MAINTAINING CLASSROOM CONTROL

A. Teacher imposed standards of conduct are generally maintained.

B. Teacher authority is rigorously imposed, circumvented, or ignored.

C. An atmosphere of industrious self-regulation is consistently maintained.

D. A combination of self-imposed standards and teacher-imposed standards of conduct is generally maintained.

E. Class requires frequent teacher intervention to maintain order and industriousness.

IV B - TEACHER AWARENESS OF PUPIL BEHAVIOR

DESCRIPTION

The teacher needs a full realization of the outcomes to be gained through constructive action. His awareness of the needs of students is manifested in the security he provides students through his own consistency of action and the sense of order he brings to their daily lives.

The expertness of the teacher is manifested by the manner in which he responds to deviations in social behavior. His ability to recognize the difference between serious and trivial variations in behavior and to anticipate problems before they arise are measures of his teaching skills.

SCALE IV B - TEACHER AWARENESS OF PUPIL BEHAVIOR

The Teacher:

A. Is inconsistent in recognizing deviations in social behavior and is inconsistent in taking action.

B. Provides an atmosphere of cooperation and positive morale so that behavior problems are minimal.

C. Anticipates problems in social behavior and takes appropriate preventive action.

D. Recognizes obvious deviations in social behavior and takes constructive action.

E. Recognizes obvious deviations in social behavior but is unable to take constructive action

V. MASTERY OF SUBJECT

A. SUBJECT MATTER PREPARATION

DESCRIPTION

The expertness of the teacher depends upon many factors, two of which should be especially considered in this scale. The first of these is his personal preparation and background for the subject matter he is teaching. The second is his preparation and planning to impart to the students that knowledge and set of skills to the subject matter.

The thoroughly competent teacher recognizes that knowledge is increasing at a rapidly accelerated pace. He is enriching his own background constantly. His personal background of information and experience is integrated with his daily teaching. The evaluator is aware that the teacher has knowledge beyond the limits of the textbook. This should be expressed in his competence to guide his students toward expanding their own subject matter competence.

The capable teacher keeps pace with the changing world happenings through the reading he does including books, periodicals, and newspapers. He also broadens his knowledge through the television and radio programs he selects, the travel he engages in, and his community relationships. The information should be apparent in the lessons he teaches as well as obtained from the interview.

Each lesson observed should give the evaluator specific indications of carefully thought out plans. The introduction of the lesson may give clues to a review or summary of previous work or indicate a starting point from previously noted needs. The consistent and smooth flow of the lesson should indicate the plans made toward that end. The easy access to anticipated materials, the worthwhile deviations and the skillful return to the original direction of the lesson, as well as the timing related to the various activities within the lesson are all indications of good planning with specific subject matter in mind. It is always important that the evaluator note any inaccuracies which arise during the course of the lesson.

The expert teacher shows evidence of plans for using his own informational background wisely, and he shows skill in recognizing and using the wide range of information which may be supplied by the students in his class and by the community in which he works.

SCALE V A - SUBJECT MATTER PREPARATION

With respect to subject matter preparation, the teacher:

A. Evidences thoroughness and accuracy in background, and resourcefulness in use.

B. Evidences inadequate preparation: is inaccurate.

C. Is limited; adheres closely to text content.

D. Is well informed and makes use of background preparation.

E. Is sufficiently informed to cope with any ordinary class situation.

V. B - RELEVANCE AND UTILIZATION OF CURRENT APPLICATION OF SUBJECT MATTER

DESCRIPTION

Learning cannot be separated from living. The most efficient learning takes place when the student uses what he learns or learns what he needs to use.

The competent teacher, assumes the responsibility for bringing together the subject matter and the practical application of it. He is familar with the framework and/or courses of study which have been developed to insure both the scope and sequence of the curriculum content. He is well informed in the subject matter areas which he teaches, and he is fully aware of the necessity of a well articulated program within the school system and his place in it.

Coupled with understanding the subject matter appropriate for his class, he understands the need to apply learning to living. For example, reading becomes more effective when the skill is used for a definite perceived purpose by the student, such as answering a question, preparing a report, solving a problem, or following directions for a project.

Current application of subject matter may be thought of in two ways. It may be the simple, motivational experience for the daily lesson. If the student is to learn to read thermometers and to interpret what he reads, the expert teacher will make tangible application of the information needed to read the thermometer to the sensory experience of measurable activities related to heat and cold.

In a broader sense, current affairs, things which are happening outside the school room, also form a part of learning and living. The capable teacher brings these things into the classroom also. As an example,a majority vote on a controversial issue, or an understanding of the implications of a low vote percentage can be applied to student government or to classroom problems.

This scale is intended to show the degree of understanding the teacher has regarding why he is teaching certain subject matter and the skill with which he guides the students toward the utilization of subject matter which they have gained. This should be apparent in all subject matter fields.

SCALE V B- RELEVANCE AND UTILIZATION OF CURRENT APPLICATION OF SUBJECT MATTER

The Teacher:

A. Presents subject matter indicating where applications to current problems may be made, but gives little opportunity to utilize.

B. Relates subject matter to its current application as enrichment in some areas.

C. Evidences skill in relating subject matter to its current application by providing opportunities for utilization.

D. Makes no connection between subject matter and its application to daily living.

E. Stresses subject matter, overlooking most possibilities for application to current utilization.

VI. TEACHING FOR DEMOCRATIC VALUES AND ATTITUDES

DESCRIPTION

This scale emphasizes the teacher's understanding of the operational aspects of democratic processes. The teacher should provide, both by example and by procedure, an atmosphere for the fostering of democratic attitudes and relationships among the students.

To provide students with the opportunity to develop skill in operating democratic processes, the teacher must realize the necessity for establishing a climate of free expression of opinions.

The expertness of the teacher is revealed in the ability to develop a spirit of inquiry in each student. Each student is led toward increased grasp of the reasons why individuals hold specific opinions and the value of exchanging ideas.

SCALE VI - TEACHING FOR DEMOCRATIC VALUES AND ATTITUDES

The Teacher:

A. Calls attention to the right of individuals to hold differing opinions.

B. Is indifferent to student opinion.

C. Provides an environment in which students are encouraged to explore different opinions and judgments.

D. Recognizes and utilizes differing opinions and judgments.

E. Is intolerant of differing opinions of students.

VII PROVIDES OPPORTUNITY FOR WIDE STUDENT PARTICIPATION

DESCRIPTION

In this scale, the emphasis on the quality of teaching expertness is observed through the teacher-pupil relationships related to the exchange of ideas as expressed in questions and answers and in talking and listening.

The skill of the teacher in leading a discussion will be apparent in the kinds of questions he asks, the number and quality of the student responses, and the way in which they are answered.

A certain number of questions needing factual answers are necessary in every lesson, but the competent teacher will not use them exclusively. The kinds of questions which require reasoning based on accurate knowledge, will indicate some forethought and planning on the part of the teacher. Maintaining an adequate balance requires:

1. Questions which call for factual answers (usually only one response is necessary). The evaluator should note the manner in which the teacher handles the incorrect answers and what is done to help the student learn the correction.

2. Questions which call for reasoning and bringing together a number of facts to bring about the correct answer.

3. Questions which present opportunity for opinions based on individual backgrounds, experiences, and attitudes. The skilled teacher is sensitive to the fine line between the constructive sharing of opinions and unproductive arguments. The handling of these situations will indicate the degree of competence in this area.

The physical arrangement of the seating is a factor in developing good exchange of ideas. Everyone should be encouraged not only to contribute but also to listen courteously and attentively. The teacher's responses to the students' answers will indicate the degree that he understands what misconceptions may be held or the attitudinal basis for the answer. The teacher establishes respect for the efforts and opinions of the pupils by his own example in giving careful attention to what is being said by the student. The competent teacher does not do all the talking himself, nor does he permit a few students to take over the discussion period.

The observer will realize that there may be circumstances of subject area and subject track or classroom facilities which may prevent the fulfilling of these aspects of participation in entirety.

SCALE VII - PROVIDES OPPORTUNITY FOR WIDE STUDENT PARTICIPATION

A. Students are largely passive; teacher "lectures" the large part of the time.

B. Students are encouraged to participate in discussion and related activities.

C. Students respond when called upon.

D. Students respond well in teacher-led discussion.

E. Students have maximum opportunity for discussion and participation in activities.

A SUMMARY OF THE TOP LEVELS OF PERFORMANCE

This summary of the top levels of performance drawn together from each of the Scales previously listed, gives the professional member an opportunity to see at a glance the expectations for outstanding teaching. These top levels of performance reflect the philosophy of the system. Those aspiring to continued professional growth should find them a valuable guide.

SUMMARY OF OBSERVATION SCALES

1 A. The teacher makes effective use of a wide variety of well-selected materials.

1 B. The teacher and students share in planning and arranging stimulating centers of interest that have definite relationships to learning activities.

2 A. The teacher shows evidence of abundant and varied creative activities for all students.

2 B. The teacher is skilled in identifying learning difficulties; provides effective and relevant instruction for both individuals and groups.

3. The teacher develops goals with the class and plans cooperatively for their attainment so that the needs of each student are met.

4 A. An atmosphere of industrious self-regulation is consistently maintained.

4 B. The teacher provides an atmosphere of cooperation and positive morale so that behavior problems are minimal.

5 A. The teacher evidences thoroughness and accuracy in background and resourcefulness in use.

5 B. The teacher evidences skill in relating subject matter to its current application by providing opportunities for utilization.

6. The teacher provides an environment in which students are encouraged to explore different opinions and judgments.

7. Students have maximum opportunity for discussion and participation in activities.

FORMS FOR THE INSTRUMENT FOR THE IMPROVEMENT OF INSTRUCTION

Profile	Form 1
Observation Guide	Form 2
Interview Guide	Form 3

HARTFORD PUBLIC SCHOOLS - HARTFORD, CONNECTICUT

TEACHER PROFILE

Teacher_____ School_____

_____First Year Teacher_____ Teacher new to School Department_____

_____Probationary Teacher_____Tenure Teacher

Observation Dates_____

Subjects Observed_____Levels_____

Class Sizes: Period: 1____,2_____,3_____,4_____,5_____,6_____,7_____

Type of Classroom: Standard_____Sub-Standard_____

CLASSROOM OBSERVATION	SCALE
I. EFFECTIVE USE OF RESOURCES	
A. Instructional Materials	A B D E C
B. Attractive Interest Centers	D A C B E
II INSTRUCTIONAL PLANNING	
A. Variety in Classroom Activities	B E A D C
B. Identification of Difficulties	C B E D A
III. COOPERATIVE PLANNING	
Teacher-Pupil Planning	A C E D B
IV. CLASSROOM MANAGEMENT	
A. Classroom Control	C D A E B
B. Awareness of Behaviors	B C D E A
V. MASTERY OF SUBJECT	
A. Subject Matter Preparation	A D E C B
B. Relevance and Utilization	C B A E D
VI. TEACHING DEMOCRATIC VALUES	C D A B E
VII. STUDENT PARTICIPATION	E B D C A

ASSISTANCE PROVIDED

Orientation Meetings ____

Duties and responsibilites defined ____

Adequate instructional materials and supplies ____

Conferences ____

Classroom demonstrations ____

Consultation & assistance from system specialists ____

Opportunities for visitation to other classrooms ____

Assistance from other teachers ____

Please refer to the Instrument for the Improvement of Instruction when discussing or analyzing this profile.

This profile indicates that the teacher_____has met system standards;
_____needs to improve;_____has not met system standards.

COMMENTS (Principal)

COMMENTS (Teacher)

Recommended for re-employment_____yes_____no

Date_____Signed: (Principal)_____

Signed: (Teacher)_____Signed: (Evaluator)_____
I have read and discussed this report with the principal.

Copy Distribution: White-Assistant Superintendent or Director, Blue-Principal
Pink-Teacher, Yellow-Supervisor or Coordinator

I.I.I. Form I

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

TEACHER OBSERVATION GUIDE

Teacher_____Date_____School_____
Subject_____Level_____Period_____Time and Duration_____
Class Size_____Type of Classroom; Standard_____Sub-Standard_____
Unusual Conditions_____

Evidence in each category to be in terms of observed behavior or direct quotations.

I. EFFECTIVE USE OF RESOURCES
A. Use of instructional materials
B. Attractive interest centers

II. INSTRUCTIONAL PLANNING
A. Variety in classroom activities
B. Identification of learning difficulties

III. COOPERATIVE INSTRUCTIONAL PLANNING
Teacher-pupil planning to develop and achieve goals

IV. CLASSROOM MANAGEMENT
A. Classroom control
B. Teacher awareness of pupil behavior

V. MASTERY OF SUBJECT
A. Subject matter preparation
B. Relevance and utilization of current applications of subject matter.

VI. TEACHING FOR DEMOCRATIC VALUES AND ATTITUDES

VII. PROVIDES OPPORTUNITY FOR WIDE STUDENT PARTICIPATION

Copy Distribution: Blue-Principal, Pink-Teacher,
Yellow - Supervisor or Coordinator
I.I.I. Form 2

Signed_____
Observer

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

INSTRUMENT FOR THE IMPROVEMENT OF INSTRUCTION
INTERVIEW GUIDE *
NON-CLASSROOM ACTIVITIES

Teacher_____ School_____
Department_____

1. Personally establishes effective and positive relationships between the parent and the school. In what ways?

2. Whenever possible, shows interest in promoting school and community relationship. In what ways?

3. Shows interest in pupil extra-curricular activities. In what ways?

4. Participates in professional growth activities. In what ways?

5. Works effectively with the specialized services. In what ways?

6. Follows established Board of Education and School Policies. (Specific Comments for #6)

General Comments (1-5)

Teacher's Signature

Principal's Signature

Date

* To be filled out by Principal or Vice-Principal with teacher.

Copy Distribution: White-Assistant Superintendent or Director, Blue-Principal, Pink-Teacher, Yellow-Supervisor or Coordinator

I.I.I. Form (3)

HARTFORD PUBLIC SCHOOLS

TEACHER EVALUATION REPORT

Name _____ School or Department _____

Grades or Subjects _____

Number of Observations _____ Dates of Observations _____

Entered Hartford Schools _____ Entered this School _____

Class Size _____ Type of Classroom: Standard _____ Substandard _____

Check which of the following types of employees is being evaluated:

1. Teacher new to a school ☐
2. Non-tenure teacher not new to a school ☐
3. Secondary teacher ☐
4. Special field teacher ☐
5. Evaluation of teachers, other than those above, who present serious problems ☐

Evaluators should refer to *Evaluation of Employee Performance, Non-Tenure Teachers,* and *Professional Growth* sections in the *Administrative Manual* as well as the *Self-Evaluation Form for Teachers* before evaluating a teacher's strengths and weaknesses. Teachers should read and sign this report before it is sent in.

* *

A. Mastery of subject:

B. Instructional planning:

C. Classroom management and control:

D. Ability to motivate, vitalize classroom activity, meet individual needs, use resources effectively, and evaluate results of instruction:

E. Personal qualities and attitude toward work:

General evaluation of teacher:

Satisfactory _____ Needs to Improve _____ Unsatisfactory _____

Special commendations:

Recommendations for improvement:

Date of conference to discuss this report with teacher _____

Signature of Evaluator _____

Signature of Teacher _____

(To indicate that report has been read)

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HARTFORD PUBLIC SCHOOLS

HARTFORD, CONNECTICUT

MANUAL

INSTRUMENT FOR THE IMPROVEMENT OF INSTRUCTION

- 1969 -

SP004536

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INTRODUCTION

Hartford's teachers and administrators have expressed mutual dissatisfaction with the present procedures for teacher assessment. These procedures, it is felt, no longer effectively serve the purposes of an advancing educational system.

The present procedures for classroom observations are inadequate. They do not establish criteria for determining the range of teaching performance, nor do they offer a description indicating what constitutes a high level of teaching performance. At present the instrument used does not provide the essential means for teacher self-evaluation, a vital aspect of the assessment process.

Hartford's philosophy assumes that a competent teacher works cooperatively with administrators, resource personnel and other teachers to attain a top level of performance. All teachers will be expected to achieve high level in some, but not all, areas of performance. The present Instrument for the Improvement of Instruction is further based on several other assumptions:

...Teacher assessment can be more objectively measured if based on mutually established performance criteria.

...Teacher self-evaluation is a positive vehicle for the improvement of instruction.

...Teachers are encouraged and helped by a statement, from the designated evaluator, in terms of specific suggestions of the nature and degree of their performance.

...Teachers are seeking professional growth through a clear definition of competence.

...Teachers, administrators, school board members and the public, need a common point of view of the nature of instructional competence in our urban area.

The purpose of these new assessment procedures is to assist teachers and principals in developing the best possible educational program for the children of Hartford. This instrument is designed to provide a means of teacher self-evaluation, and to provide principals and other designated administrators criteria for objective observation and comment on the quality of teaching activities.

Hartford's Instrument for the Improvement of Instruction is a refinement of a similar document developed by the Cupertino California School System in collaboration with San Jose State College. The Cupertino model has been revised many times in its seven years of actual use by the total school system. The Hartford Committee used this well tested instrument and these procedures as basic models and modified them to insure their relevance to our urban educational needs.

It should be understood by all in the school system that the intent is to make this a living and vital instrument which applies to our educational program; therefore, we encourage and recommend constant review and staff participation in its improvement. Revision of the instrument in ensuing years is assumed in view of changes in society which would be reflected in the local standards of teaching performance. Each teacher in the Hartford school system will have a copy of this document for personal use and reference.

The cooperative efforts of elementary and secondary classroom teachers, special subject and special service personnel, department chairmen, elementary and secondary principals and administrators from the central staff have made this worthwhile contribution possible. Committee members were selected by the teachers' bargaining unit, the principals' assessment committee. Special commendation is due this Hartford committee, listed below, for the many long hours spent in developing this professional improvement instrument.

Teacher Assessment Committee

Dr. Robert Barry - Director of Secondary Education

Vernal Davis - Principal, Clark Street School

Donald D'Efemia - Teacher, Barnard-Brown School

Helen DiCorleto - Director of Elementary Education

Patricia Dimmock - Department Chairman, Bulkeley High School

Jean Doerschuck - Department Chairman, Bulkeley High School

Samuel Gang - Principal, Weaver High School

William Halloran - Occupational Education Teacher - Hartford Public High School Annex

David Haylon - Principal, Fox School

Gladys Hyatt - Teacher, Barbour School

Lois Maglietto - Coordinator, English As A Second Language

Dr. Robert C. Miles, Chairman - Assistant Superintendent, Elementary and Secondary Education

Sidney Mitchell - Teacher, Fisher School

Judith Wyer - Speech and Hearing Clinician - Wish School

DESCRIPTION OF THE INSTRUMENT MATERIALS

The forms, the related descriptions and the scales have been placed together in a Manual for reference and use.

There are six main sections to the instrument:

1. The Detailed Descriptions which describe each of the Scales.
2. The Scales (arranged in the form of a key).
3. Observations Guidelines.
4. The Observation Guide (to be filled out by the designated evaluator during class visits) (Form 2).
5. The Formal Profile (which is filled out by the designated evaluator) (Form 1).
6. The Interview Guide for Non-Classroom Activities (Form 3).

The Profile (Form 1)

The Profile and the Interview Guide for Non-Classroom Activities are the two reports that come into the Central Administration Office. Where a teacher has been marked in the two right-hand columns of the Scales on the Profile, some comment must be made by the principal.

The Observation Guide (Form 2)

Principals, Vice-Principals and Department Chairmen should use the appropriate Observation Guide (Form 2) which covers all observation scales, when taking notes in class. Coordinators, supervisors and other designated observers may use the observation guide provided or may substitute an observation form of their own design more relevant to their specific subject needs.

It is essential that the teacher and the observer have a conference, even though of brief duration, following each class observation. In order to achieve the goals of this instrument, time is required for a mutual exchange of information and ideas in a cooperative and constructive atmosphere.

Profiles will be based on information secured from the written observations, copies of which will be given to the teacher and retained in the files of the Principal and, in the case of special subject teachers, in the file of the appropriate coordinator or supervisor.

The Interview Guide for Non-Classroom Activities (Form 3)

The interview guide is an essential component of the assessment process since the teacher's responsibility is not confined to the classroom alone. Outside the classroom, in his relationship with pupil, parent, colleagues and community, a teacher also finds opportunities for leadership. He willingly assumes duties or voluntarily initiates practices that establish greater rapport with students and other staff members. He works with parents and community to promote greater understanding between school and parent and between school and community. He participates in activities which lead to his own growth in the teaching profession.

The interview guide for non-classroom activities gives an administrator an opportunity to learn of a teacher's participation in the whole school-community environment. It offers, furthermore, recognition of a teacher's efforts beyond the classroom. It is, of course, taken for granted that the first year teacher will not be expected to participate heavily in non-classroom activities. The beginning teacher will need time to adjust to a school's routine, to curriculum and to lesson planning. He may be taking courses for advancement or to meet State requirements, thus limiting his after-school time. However, by the

third year of teaching, it is to be expected that a teacher will be involved in several non-classroom activities.

The Interview Guide is to be completed by the Principal or Vice-Principal at the time of the Profile conference. The original copy of this Interview Guide should be stapled to the back of the completed Profile which is sent to the Central Administration Office. Distribution of other copies should be to the teacher, the principal and to the coordinator or supervisor of special subject personnel.

USING THE RESULTS

1. For Informal Conferences

   The purpose of the Informal Conference is to give the teacher and the evaluator an opportunity to exchange information regarding strengths and weaknesses in class activities, lesson plans, short and long term goals, pupil behavior, etc., in the areas assessed by the Profile.

2. For Formal Conferences

   a. The main purpose of the Formal Conference is to summarize the activities on the Profile as seen both by the teacher and by the designated evaluator. The probationary teacher will have completed a self-evaluation profile to be used in discussion at this conference.

   b. Areas for discussion:

      Strengths, weaknesses and growth as indicated on the Profile.

      Future planning including:

         Possible help for the teacher in terms of specific suggestions.

         Recommended changes in the teacher's methods and procedures.

         Suggested ideas for new programs.

         Commendations to insure continuance of already effective teaching methods.

3. The Principal will use these results to:

   a. understand the teacher's view of his own performance through the self-evaluation profile.

   b. determine the individual needs of teachers and provide specific suggestions based on these needs.

   c. serve as a guide for encouraging high level performance.

   d. plan in-service programs.

   e. determine needs for adjustment or change of the total school program.

f. help determine facility needs.

g. utilize strengths and abilities of faculty members to the best advantage.

h. improve observation techniques.

i. support decisions to retain or release teachers.

j. use with other administrators to determine city-wide strengths, weaknesses and needs.

4. Interpretation of the Profile Sheet

a. The placement of results on the Profile Sheet should indicate the teacher's level of performance in relation to the criteria established in the scales. The range of performance extends from minimal competency to optimal performance. In the event a teacher's performance is below Hartford standards, the administrator will inform him of the necessary changes to be made and will help in every way possible. The following are suggestions for consideration:

1. Acceptable performance for the inexperienced probationary teacher would be in the first four columns of the Profile Scales.
2. Acceptable performance for the experienced probationary teacher would be mainly in the first three columns of the Profile Scales.
3. Acceptable performance for the tenured teacher and the one completing the third year would be mainly in the first and second columns of the Profile Scales.
4. A comment must be made by the principal regarding any scale that is marked in the fourth or fifth columns. The comment

should indicate the nature of the problem and the steps that have been taken to correct it.

b. The letters used in the Profile are in random order and have no relationship to the range of performance. For instance, top level performance might be letter C in one scale, letter E in another, A in another scale, etc. Likewise A, or any of the five letters, might be either the lowest or highest level of performance in one particular scale.

ANNUAL CALENDAR AND PROCEDURES

Formulation of Profiles and Observation Reports

The following procedures are consistent with those outlined in the Administrative Manual (See Appendix)

All profile forms will be completed by principals, vice principals, or other designated administrators.

Profiles will be a compilation of all observation reports and discussions with supervisory personnel.

In the case of teachers serving more than one school, a final profile form may be prepared either jointly or individually by the principals concerned. When the profile is prepared jointly, both principals must sign the form and must meet jointly or individually for a discussion with the teacher.

All profiles will be discussed with the teacher and the designated evaluator in a conference. Profiles will be signed by the designated evaluator and the teacher. The teacher's signature will be an indication only that he has read the report and that it has been discussed with him.

Schedule for Procedures with Tenure Teachers

(Sept. - June) Classroom observation reports made by the building principals and supervisory personnel.

(Sept. - May 31) Formal profiles for teachers who show significant improvement or deterioration in their teaching performance.

Schedule for Procedures with Probationary Teachers

Probationary teachers are teachers who have not attained tenure.

(Sept. - June) Classroom observation reports by principals and supervisory personnel.

(Nov. 15) First formal profile for all first-year probationary teachers and other probationary teachers (2nd and 3rd year non-tenure teachers) who principals consider are not maintaining satisfactory teaching performance.

(Jan. 15) A formal profile for any probationary teacher (2nd and 3rd year non-tenure teachers) who did not receive a report in November.

(Feb. 10) Second formal profile, as needed, for all probationary teachers who received the November 15th profile.

(Feb. 10) Second profile, as needed, for probationary teachers evaluated in January 15th Profile.

(Feb. 28) Written notice of intent not to reemploy, or written notice to withhold salary increment, and reasons for action stated given to probationary teacher by the appropriate assistant superintendent.

(May 1) Final date on which an additional profile can be filed with the appropriate assistant superintendent to defer decision not to reemploy or to withhold salary increment.

When any of the foregoing dates fall on a non-school day the next following school day will be applicable.

Distribution of Profiles

Teachers will be given a copy of their formal profile, the interview guide and any other written observation reports of their work prepared by their principals or other supervisory personnel. Copies of all profiles and interview guides will be filed with the appropriate principal, coordinator or supervisor, and the director of education or assistant superintendent. A copy of all profiles and interview guides will be filed in the teacher's personnel record along with any comments written by the teacher and acknowledged by the principal.

Assistance Provided for the Improvement of Instruction

Principals and other supervisory personnel or resource staff members will provide teachers with assistance toward the goal of instructional improvement. A listing and a check system for such services provided to the teacher are a part of the Profile (Form 1).

Performance Below System Standards

A teacher receiving an indication of a need for improvement will also receive written, specific suggestions for correcting the indicated weakness.

Any time a teacher receives a Profile indicating inadequacies, a request may be made by the teacher, the principal, the supervisor or coordinator, to the appropriate director of education or assistant superintendent for an independent Profile from another designated evaluator.

A teacher who receives a profile which does not recommend his reemployment will be given in writing by February 28 the reasons for the decision by the appropriate administrator. The reasons will be based on areas of weakness which have been previously pointed out to the teacher in conference and in writing and will be based on the fact that improvement in the areas of weakness has not been adequate.

APPENDIX: Hartford Administrative Manual - Section 3250-1

III. PERSONNEL

Standards and Evaluation of Employee Performance

A. Teachers

1.0 Purpose

1.1 The formal evaluation of teachers will be used for the following purposes:

a. To provide the teacher with a statement of the nature and degree of performance of his services.

b. To provide the teacher with specific suggestions as to measures which he might take to improve his performance.

c. To provide evidence on which to base decisions for:

(1) Granting tenure in accordance with the statutes of the State of Connecticut.

(2) Reemployment of probationary teachers.

(3) Granting salary increments or withholding increments. When evaluation becomes satisfactory, the teacher shall be granted increment (s) to the point commensurate with his years of service.

(4) Invoking dismissal procedures of tenure teachers as provided for by the Hartford Teacher Tenure Act as amended and the statutes of the State of Connecticut.

2.0 Formulation of Formal Evaluation and Observation Reports

2.1 All formal evaluation reports will be completed by building principals, vice-principals, or other designated building administrators. (Those who have building-wide responsibility.)

2.2 Reports will be based on an assemblage of the evaluators' observations and reports of observations and discussions of supervisory personnel who come in contact with the teacher in a supervisory capacity.

2.3 In the case of teachers serving more than one school, the final evaluation report may be prepared either jointly or individually by the principals concerned.

III. PERSONNEL

Standards and Evaluation of Employee Performance (Cont.)

2.4 When the report is prepared jointly, both principals must sign the report and must meet jointly or individually to discuss the report with the teacher.

2.5 All formal evaluation reports will be discussed with the teacher by the evaluator in an evaluation conference.

2.6 Reports will be signed by the evaluator and the teacher.

2.7 The teacher's signature will be an indication only that he has read the report and that it has been discussed with him.

3.0 Schedule for Evaluation of Tenure Teachers

3.1 Formal evaluation reports for teachers who show significant improvement or deterioration in their teaching performance. (Sept. - May 31)

3.2 Classroom observation reports made by the building principals and supervisory personnel. (Sept. - June)

4.0 Schedule for Evaluation of Probationary Teachers

4.1 Probationary Teachers are teachers who have not attained tenure.

4.2 Classroom observation reports by principals and supervisory personnel. (Sept. - June)

4.3 First formal evaluation report for all first-year probationary teachers and other probationary teachers who principals consider are not maintaining satisfactory teaching performance. (Nov. 15)

4.4 Formal evaluation report for any probationary teacher who did not receive a report in November. (Jan. 15)

4.5 Second formal evaluation report for all probationary teachers who received the November evaluation. (Feb. 10)

4.6 Second evaluation, as needed, for probationary teachers evaluated in January. (Feb. 10)

III. PERSONNEL

Standards and Evaluation of Employee Performance (Cont.)

4.7 Written notice of intent to not reemploy or to withhold salary increment and reasons stated given to probationary teacher by the appropriate assistant superintendent (Feb. 28)

4.8 Final date on which an additional evaluation report can be filed with the appropriate assistant superintendent to defer decision to not reemploy or to withhold salary increment. (May 1)

4.9 When any of the foregoing dates fall on a non-school day the next following school day will be applicable.

5.0 Distribution of Evaluation Reports

5.1 Teachers will be given a copy of their formal evaluation and any other written observation reports of their work prepared by their principals or other supervisory personnel.

5.2 Copies of all formal evaluations of teachers will be filed with the appropriate coordinator or supervisor and the director of education or assistant superintendent.

5.3 A copy of all formal evaluation reports will be filed in the teacher's personnel file along with any comments written by the teacher, and acknowledged by the principal, that directly relate to the evaluation report.

6.0 Substandard Evaluation Reports

6.1 A teacher receiving an indication of a need for improvement will also receive written, specific suggestions for correcting the indicated weakness.

6.2 Any time a teacher receives an evaluation indicating inadequacies, a request may be made by the teacher, the principal, the supervisor or coordinator, to the appropriate director of education or assistant superintendent for an independent evaluation from a supervisor.

6.3 A teacher who receives a formal evaluation report which does not recommend his reemployment will be given in writing by February 28 the reasons for the decision by the evaluator.

6.4 The reasons will be based on areas of weakness which have been previously pointed out to the teacher in an evaluation conference and will be based on the fact that improvement in the areas of weakness has not been adequate.